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ABSTRACT

In 1989, the Focus on Access, Community, and Excellence in Teaching (FACET) Commission was created at St. Petersburg Junior College (SPJC) to develop recommendations to guide the college into the 21st century. The Commission's work plan included the definition of SPJC's educational standards; open hearings to solicit ideas from students, faculty, alumni, administration, staff, and community; and the exploration of ways to enrich teaching effectiveness. The investigation of the college's institutional values concluded that, above all, SPJC exists to serve students and to provide educational opportunities for its multicultural community. Guiding principles developed for the college underscored the value of people, academic excellence, partnerships, innovation and creativity, and leadership. The Commission's findings with respect to employee selection, orientation, and evaluation; pay and professional recognition; faculty and staff development; and organization and program development resulted in a series of recommendations for improvement. Selected recommendations stressed that: (1) selection processes ensure that candidates understand and support SPJC's mission; (2) orientation procedures be expanded; (3) evaluation focus on both appraising and improving performance; (4) a faculty ranking system be established based on performance, longevity, credentials, and service; (5) outstanding achievement be recognized and rewarded; (6) a long-range plan for faculty and staff development be developed; and (7) SPJC continue to focus on student success and minority achievement, and implement new efforts in the areas of applied ethics and workforce literacy. A discussion of the characteristics of an excellent community college is attached. (WJT)

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THE FACET REPORT

Toward 2001: An Odyssey of Excellence

BY THE

FOCUS ON ACCESS, COMMUNITY, AND EXCELLENCE IN TEACHING COMMISSION

AT

ST. PETERSBURG JUNIOR COLLEGE
ST. PETERSBURG, FLORIDA

APRIL, 1990

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LETTER OF TRANSMITTAL

Dear St. Petersburg Junior College Family:

Chairing the special futures commission, Focus on Access, Community, and Excellence in Teaching (FACET), at St. Petersburg Junior College was a learning experience for me. I enjoyed it very much. The representative group of SPJC faculty and staff worked diligently to carry out their charge to look into the future and develop recommendations that would prepare St. Petersburg Junior College to maintain access with excellence, to meet its community's needs, and to provide superior educational opportunities for its students into the 21st century.

Our discussions of various issues including faculty and staff selection, evaluation, rewards, and development were candid and fruitful. The depth of knowledge and experience Dr. John Roueche brought to these discussions was an invaluable resource. I was privileged to see "up close" the workings of a community college.

This experience brought home to me with great urgency the vital responsibility, I could say burden, community colleges have in meeting America's technological, economic, social, and political needs in the decade of the 90's. The community college mission and open-door policy stand for and offer the best hope for a large segment of our citizens whose education and training are essential as the United States faces growing competition globally.

The pace of change continues to quicken. Even as the FACET Commission was working, spectacular changes were happening on the world stage that could have profound educational implications for America. Consider the following:

- The cold war MAY be over as the nations of Eastern Europe and the Soviet Union respond to pressure from their citizens for more freedom and a better standard of living.

- The entire world has become economically interdependent, and the marketplace has become a global village. The nations of the Pacific Rim have emerged as highly efficient competitors; they have taken over many markets in which we were dominant in earlier years. The European Common Market has committed itself to form an economic organization by 1992 that will bring over 320 million people into a united effort to match and surpass the productivity of the Pacific Rim and the USA. Education has, at long last, been recognized as the key to America's survival in the economic competition of the 90's.

- The underdeveloped nations of the world are urgently seeking freedom from the poverty and barren lives their people have been enduring. They must and they will modernize and raise their living standards. New opportunities, new markets, and added perils will all come on the scene in the 1990's. With global communications capability, events all over the world are now viewed instantly. As this becomes more extensive, added momentum will come for better living conditions in Africa, South and Central America, and Asia. Changes in the so-called third world will stagger the imagination of even the most creative minds.

- The relentless march of scientific and technological progress promises to transform our lives. Computers will continue to extend the powers of the human mind even more in the future than it has in the past. Global telecommunication via satellite will extend the class room out into the world and bring knowledge and teaching material to teachers. The entire landscape of teaching will be transformed by interactive video, laser technology, and other discoveries. The teacher of tomorrow must learn to learn and to change or become obsolete.

- More marvels from genetic engineering (now only in its infancy), and new knowledge of the human brain will explode upon the world in the next decade. The creation of more artificial body organs that will extend life, decrease aging, and redefine the norms of how long we live and when and how we die will have far-reaching implications for education.

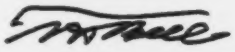
- We are likely to witness the death of the printed word in the 1990's as it becomes increasingly too costly and cumbersome to store and retrieve information by printing it on paper. Bookless schools, electronic libraries, paperless newspapers and periodicals will make obsolete many current education practices.

These changes and futuristic possibilities painted in such broad strokes would seem not to be of immediate concern for St. Petersburg Junior College and other community colleges. By the nature of its mission, SPJC is immersed in the present needs of its community and its students, needs created in large part and connected to the decade of the 1980's. But it is exactly its position as a connector — between secondary schools and universities, between joblessness and productive employment, between hopelessness and hope — that makes the community college the vital link in America's future.

I applaud St. Petersburg Junior College for beginning to consider what it should do to meet the future. Certainly, maintaining excellence will be an exciting challenge for SPJC faculty, staff, administration, and governing board. Let me urge you to continue to think globally and act locally.

On behalf of the Commission members, I am happy to transmit this report to you as a first step on the path of what promises to be an amazing decade.

Best of luck,



Terrel Bell

ACKNOWLEDGEMENTS

The members of the FACET Commission wish to express appreciation to all those who contributed to the preparation of the following report. We especially offer sincerest thanks to Dr. Terrel H. Bell and Dr. John E. Roueche for their guiding insights and experience throughout the completion of this project.

Dr. Bell, Chairman of the FACET Commission, is currently a professor of Educational Administration at the University of Utah, Salt Lake City, but he has held positions of educational leadership both in the State of Utah and on the national level for over 22 consecutive years. In his positions as former U.S. Secretary of Education in the Reagan Cabinet from 1981 through 1984, and as U.S. Commissioner of Education from 1974-1976, Dr. Bell was considered the highest-ranking educator in the United States. His work on the FACET Commission revealed the vigor with which he pioneered the 1983 national education reform movement and confirmed his distinction as one of the most honored leaders in education to date.

Assisting Dr. Bell in the leadership of the FACET Commission was Dr. John Roueche, Sid W. Richardson Regents Chair and Professor of Educational Administration at The University of Texas at Austin. Dr. Roueche also serves as the school's Director for the Community College Leadership program and was awarded the University of Texas Teaching Excellence Award in 1982. In addition to winning a number of outstanding research awards, Dr. Roueche also won the National Leadership Award from the American Association of Community and Junior Colleges in 1986, and currently serves as the Project Director for the National Institute for Staff and Organizational Development. Dr. Roueche's enthusiasm and expertise in the areas of educational leadership and teaching excellence provided the FACET Commission with invaluable resources from which we have continually drawn in the completion of the following report.

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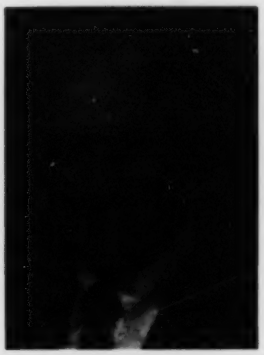

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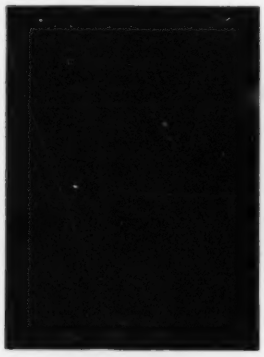

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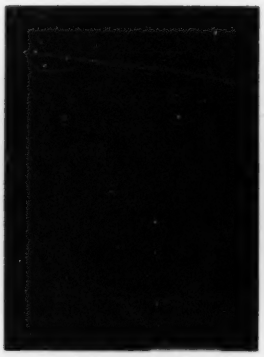

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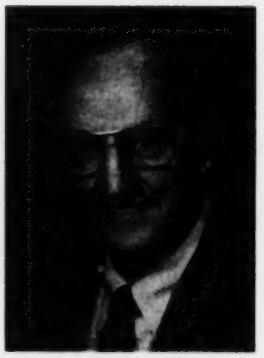

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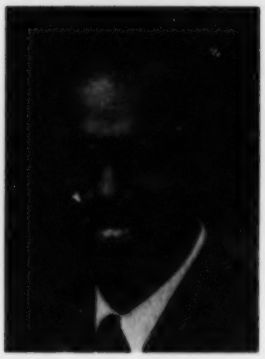

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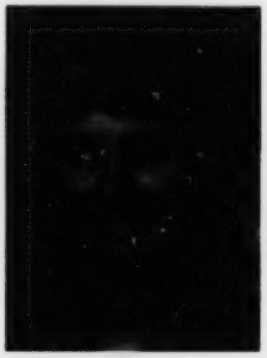

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INTRODUCTION

When better is possible, good is not enough

At its January 1989 meeting, the District Board of Trustees endorsed a special project to study the future of SPJC by establishing the Focus on Access, Community and Excellence in Teaching (FACET) Commission.

In initial planning for the project, members of the SPJC Faculty Governance Organization named the group and agreed that the FACET Commission should reflect a wide range of perspectives within the college and be balanced racially, ethnically, by gender, with senior and new faculty, with students, support staff, and administrators. It was also determined that the heaviest representation would come from the teaching faculty. To have perspectives from outside and to provide the "cutting edge" status the commission desired, SPJC engaged two nationally recognized educational leaders: Dr. Terrel Bell, former U.S. Secretary of Education, best known for the landmark report, *A Nation at Risk: The Imperative for Educational Reform*, to chair the Commission, and Dr. John Roueche, Professor and Director of the Community College Leadership Program at The University of Texas at Austin, an outstanding authority on developing organizational and instructional excellence, to serve as principal resource.

Several events having planning implications converged to create a propitious time for a futures study at SPJC. The college had just issued *A Decade of Transition and Response, 1978-88* as part of the review of SPJC's progress on the tenth anniversary of Dr. Carl M. Kuttler's tenure as President. The report chronicled the progress made across a wide range of academic, financial, and administrative areas. About the same time, the Office of Institutional and Program Planning embarked on putting together a five-year strategic plan. Additionally, the college was mobilizing to perform its ten-year self study for the Southern Association of Colleges and Schools.

The report, *A Decade of Transition and Response,* produced a strong and positive sense of SPJC history. The institutional self study provided a comprehensive view of past and present through the critical lens of close scrutiny. The planning process for the five-year strategic plan especially generated demographic and statistical data to depict forces of influence on the present and the future. All of this information created a rich context out of which a futures study could grow. Supplementing this institutional history and data with the knowledge and experience of Dr. Bell and Dr. Roueche, and reading and reviewing the literature on education in general and community colleges in particular, the FACET Commission could build a solid promontory from which to look toward the 1990's with a bold vision for St. Petersburg Junior College.

At their first meeting held on the weekend of March 17-18, 1989, President Carl M. Kuttler, Jr., charged the FACET Commission members to think and act freely and independently in developing recommendations that would guide the college into the 21st century with excellence. As the name indicated, the Commission was concerned especially with the issues of access, community, and instructional excellence. Under the leadership of Dr. Bell and Dr. Roueche, the Commission agreed on a three-pronged work plan:

1) to define the values (i.e., the educational standards esteemed and practiced) of the institution;

2) to hold open hearings to solicit from students, faculty, alumni, administration, staff, and the community ideas for the future of SPJC; and

3) to explore ways to enrich teaching effectiveness including, but not limited to, instructional techniques, selection and orientation of faculty and staff, evaluation, rewards and recognition, and faculty and staff development.

In a staffgram sent to all faculty and staff to introduce the FACET project,

President Kuttler stated:

The pressures — local, state, and national — on us as educators to improve the results of what we are supposed to do is not going to let up. Especially since *A Nation At Risk*, education has occupied center stage nationally and there have been more eggs and tomatoes thrown at educators than applause. Amid all the studies, the calls for accountability and assessment, and the projects started by colleges across the country to improve educational delivery and effectiveness, the term "excellence" perhaps has lost meaning in an environment of rhetorical thunder and lightning. It's hard to pronounce it today without its having a hollow ring. Yet, it still hangs over our heads. Our job is to transform its meaning from a club to a marquee. We must not be put off by the cliche, but find ways to make it new.

The staffgram ended with a request for faculty and staff to send their dreams for what they wanted SPJC to be in the coming decade. With its charge to chart a path into the 21st century, the Commission ultimately became an interpreter of "dreams" but with the added responsibility to think of ways to turn dreams into reality. Accordingly, this report is an attempt to fulfill that responsibility. It presents diverse educational issues facing the community in the next decade and offers specific recommendations to help St. Petersburg Junior College achieve the highest levels of institutional excellence.

RATIONALE

He that will not apply new remedies must expect new evils . . . .

--Sir Francis Bacon

In spite of the significant national reform movements throughout the past decade, we, as a nation, state and community, continue to suffer the threatening consequences of illiteracy and ignorance. Crime, family disunity and inadequate academic preparation are only a few of the obstacles facing those who attempt to create a better future by attaining a college education. St. Petersburg Junior College appreciates such efforts, and considers the education of its community both a priority and a shared responsibility and investment.

From the outset of its charge, the FACET Commission recognized that teaching and learning are at the heart of SPJC's mission of excellence. In order to assess our projected needs in this area, the Commission first examined institutional values, then conducted a series of public hearings, researched current scholarship on the issue of academic excellence, and visited a number of exemplary institutions. The following report reflects our findings and presents recommendations which we believe will enable SPJC not only to meet the changing needs of our community, but also to participate in creating a community which is well-prepared for the academic, social and economic challenges we face as a nation in the 21st century.

These challenges can best be met if SPJC continues building its community of the future upon a shared vision. This foundation exists when a college faculty, staff and administration not only participate in a shared vision, "but are excited by it, and most important, are truly committed to the vision - personally and professionally."1 The following values statement developed by representative members of SPJC administration, faculty, staff, and students reflects the college's commitment to building a community based upon this shared vision.

St. Petersburg Junior College's Identity, Values, and Guiding Principles

IDENTITY

Above all, we exist to serve students and to provide educational opportunities for our multi-cultural community.

St. Petersburg Junior College, founded in 1927, is a public community college with a long-standing tradition of providing quality education through academic excellence coupled with a caring attitude. Over the years, we have formed and valued close working partnerships with other educational institutions, community agencies, and business and industry; further, it is through the strengthening of these relationships that we plan to meet the educational, societal, and economic challenges that face us as a community, state and nation.

Above all, we exist to serve students and to provide educational opportunities for our multi-cultural community. We seek to empower our students

- to be autonomous and self-reliant human beings;
- to become responsible, productive, and contributing members of society;
- to understand cultures other than their own; and
- to integrate what they learn with how they live.

VALUES AND GUIDING PRINCIPLES

People

We value the individual and recognize that the building of relationships among students, faculty, staff, and the community is essential to our success. The college family shares a responsibility for creating a caring environment by striving to cultivate

- an appreciation for the personal worth and dignity of each individual through mutual respect;
- a commitment to honesty and integrity as we interact with others;
- an ability to recognize and nurture the talent and ability of others;
- a spirit of responsiveness and open-mindedness; and
- an ability to see differences as options, not obstacles, and to seize opposition as opportunity.

Academic Excellence

As a teaching institution, we exist to educate students. Thus, we strive

- to provide a quality learning experience;
- to ensure freedom of access for our students of varying learning levels;
- to help all students achieve their full academic potential through counseling, tutoring, and mentoring programs;
- to commit ourselves to continual improvement through professional development;
- to diversify and enrich academic programs through development and systematic review;
- to demonstrate a sensitivity to the educational needs of the culturally diverse and the non-traditional student;
- to motivate students to become active participants in the learning process and accept responsibility for their academic success; and
- to instill within students a desire for lifelong learning.

Partnership

We believe that the business of education is a joint venture which requires mutual effort among all parties on local, state, and national levels. Thus, we strive

Creativity and vision are essential in shaping our future

- to pool efforts to meet the current and emerging needs of students and the community;
- to listen, understand and agree upon what can be achieved;
- to encourage compromise of the individual objectives toward reaching common goals;
- to cooperate with other educational agencies and community organizations;
- to support and promote the national community college movement and its mission to offer all students the opportunity to attain an education and thus improve their lives; and
- to establish partnerships between SPJC and local industry in order to promote economic development in the community.

Innovation and Creativity

Creativity and vision are essential in shaping our future. Thus, we

- support an environment that fosters experimentation and progressive pursuits;
- encourage responsible risk-taking; and
- challenge all members of the college community to meet the goals of SPJC's mission by exploring and inventing new and stimulating ways of doing their work.

Leadership

St. Petersburg Junior College actively seeks a leadership role in the educational world and encourages such leadership within the college family. We seek to develop effective, responsible leaders who:

- serve as role models in the community;
- engage in an on-going process of organizational development and assessment;
- commit themselves to the acquisition and application of technological advances;
- develop and employ innovative teaching/learning methods;
- initiate programs designed to meet current and emerging societal needs; and
- promote and recognize student leadership through student organizations, classroom activities, and community involvement.

The educational reform movement of the past decade has generated a very justifiable demand from parents, students, government and business for educational institutions to be held accountable for their performance.

FINDINGS AND RECOMMENDATIONS

EMPLOYEE SELECTION AND ORIENTATION

The anticipated shortage of qualified professors within the next decade intensifies the challenge SPJC faces in selecting a workforce to share its vision of the 21st Century. National faculty attrition rate studies predict that, between 1990 and 2003, the need to hire new professors will increase by 37%. The SPJC experience is consistent with the national trend.

Currently, 30% of our approximately 300 full-time faculty members have been with the college for over fifteen years. Their gradual retirements, combined with the growing opportunities of corporate employment for seasoned professors and our college's projected enrollment increases create the immediate need to attract, retain, support and reward superior faculty.

Recommendations:

1. **That SPJC ensure for every area of the college the hiring of a qualified workforce that understands and supports SPJC's mission and values, with intensified efforts through the search and screen process to recruit and hire qualified minorities.**

2. **That SPJC expand its present orientation procedures by developing and implementing a required comprehensive orientation program to meet the needs of all new employees. For new faculty, components of this program would include the required completion of two approved graduate level courses in effective teaching and learning and the philosophy and history of the community/junior college. Such classes should also be professional development options for current full-time faculty and adjuncts.**

EMPLOYEE EVALUATION

The educational reform movement of the past decade has generated a very justifiable demand from parents, students, government and business for educational institutions to be held accountable for their performance. In a landmark report issued last year by the U.S. Department of Labor entitled, *Workforce 2000*, government and business leaders charged educational institutions to examine their effectiveness and develop a plan to combat a labor crisis that "threatens to cripple our economy."2 Such a plan can only begin with an effective evaluation system.

Currently, the SPJC faculty evaluation process, including student evaluation of faculty, has been limited primarily to a formative purpose and has not been consistently utilized. While every student should have the opportunity to formally evaluate every instructor, in every class, student evaluation of faculty should not be the sole determinant of teaching effectiveness.

Although teaching effectiveness is central, the effectiveness of all employees, according to their responsibilities, should be subject to evaluation based on the same purposes as the evaluation of faculty.

Recommendations:

3. **That SPJC establish an evaluation system for two purposes:**

...we believe that professional excellence can be encouraged through both monetary and non-monetary rewards that lead to a sense of professional achievement

a. **to appraise performance (summative), and**
b. **to improve performance (formative).**

4. **That the evaluation process be used to:**
   a. **determine professional development needs,**
   b. **decide promotions and continuing contracts, and**
   c. **Determine special recognition and rewards.**

5. **That the evaluation process must adhere to:**
   a. **defined and agreed upon criteria to measure performance,**
   b. **delineated policies and procedures,**
   c. **accurate, consistent, and valid measures of performance,**
   d. **systematic and timely feedback of results,**
   e. **defined and equitable appeals procedures.**

6. **That in response to the evaluation results, SPJC provide adequate institutional support for individual professional development needs.**

7. **That SPJC seek changes at the state level which would permit the establishment of an alternative continuing contract system with a five-year modified plan. Continuing contracts would be renewed every five years according to criteria to be developed. This modified plan would apply to all faculty hired after its enactment.**

PAY AND PROFESSIONAL RECOGNITION

The learned professions have always asserted a sense of professional duty that transcends mere aquisitive motivations. The professoriate, especially in community colleges, historically has shied away from the idea of competing with peers for increases in salary. However, there has been increasing pressure on educational institutions to adopt methods of pay based on individual merit and accountability. As the coordinator for higher education at the National Education Association recently observed: "community colleges in particular are taking a serious look at [performance-based] pay because of the influence of the reform movement in education..."3

We recognize that many of our associates view performance-based pay skeptically. But we believe that professional excellence can be encouraged through both monetary and non-monetary rewards that lead to a sense of professional achievement. Therefore, the Commission recommends that SPJC augment a system of across-the-board raises with increases based on performance and faculty rank. The Commission believes that a system of rewarding performance and providing incentives for advancement in rank can be devised which will have a positive effect on employee accomplishment and morale.

Encouraging excellence through either monetary or non-monetary rewards, fosters professionalism by creating "conditions that lead...to critical acclaim, a sense of involvement or the sense of fulfillment that derives from achievement."4

Recommendations:

8. **That SPJC establish a faculty ranking system based on performance, longevity, credentials, and service.**

9. **That SPJC establish a salary system for all employees that includes, in combination:**
   a. **across-the-board raises,**
   b. **higher pay based on rank or grade,**
   c. **higher pay based on performance as measured by the evaluation system discussed above and other methods to be developed.**

To maintain its keen edge of competence, dedication, and commitment, SPJC must continue not only to expect excellence, but to provide the resources and structures that will support the successful professional growth and development of each employee.

10. That in addition to the regular salary system, SPJC establish rewards and recognition for all employees such as:
    a. outstanding achievement awards,
    b. endowed chairs awarded from private funds,
    c. non-monetary service awards such as five year pins, election to the Meritorious Service Academy, and You Earned It awards, and
    d. Emeritus designation for retired professors, administrators and career employees based on exemplary contribution and service.

FACULTY AND STAFF DEVELOPMENT

Throughout this report, the FACET Commission has focused on concerns facing SPJC in the year 2000. If the questions of the future involve maintaining the quality, vitality, and diversity of SPJC, then the answers lie within an institutional commitment to professional development.

Professional development should focus on all employees, who collectively represent SPJC's single greatest resource. As such, this resource should be helped to appreciate in value rather than "wear itself out or slide into obsolescence by inattention or neglect."5

To maintain its keen edge of competence, dedication, and commitment, SPJC must continue not only to expect excellence, but to provide the resources and structures that will support the successful professional growth and development of each employee.

Recommendations:

11. That SPJC develop and implement a long-range plan for faculty and staff development and renewal with the aim of integrating individual needs with institutional needs. Tied closely to the evaluation process, professional development will have as its fundamental goal the achievement of excellence by every member of the college family. The plan would include such components as:
    a. in-service programs for all faculty and staff,
    b. support for advanced training and degrees,
    c. provision of management training programs,
    d. opportunities for personal and professional enrichment,
    e. teaching resource centers serving as clearinghouses for information and instructional resources and materials,
    f. the development and coordination of a college-wide wellness program for faculty and staff.

12. That SPJC expand opportunities for faculty leave, with or without pay, by providing among other things:
    a. a four for five plan whereby an employee may work four years at 80% pay and take the fifth year off at 80% pay,
    b. international study,
    c. professional consultation,
    d. faculty and corporate exchanges, and
    e. sabbaticals and released time.

13. That SPJC Staff and Program Development funds be distributed through a representative process to meet the college's future needs in achieving excellence in programs and people.

14. That SPJC aggressively pursue affiliations with senior institutions to provide site-based programs for faculty and staff to obtain baccalaureate through doctorate degrees.

15. That SPJC continue to develop close ties with local agencies,

business and industry to:

a. **establish exchange programs with local businesses and other educational institutions for job sharing and conducting educational training;**
b. **improve equipment and facility sharing agreements;**
c. **generate a pool of experts as consultants, mentors, and guest speakers.**

(SPJC) must ... begin to identify and prepare leaders who are not only committed to the mission of the institution, but who also possess both the desire and skill to translate today's visionary plans into decisive actions for tomorrow.

ORGANIZATION AND PROGRAM DEVELOPMENT

The 1988 report, *Building Communities: A Vision for a New Century*, issued by the Commission on the Future of Community Colleges, portrayed the major challenges facing community colleges in the 21st century in these words:

> **Today, the nation's communities face loss of productivity, unemployment, and industry decline. They are in search of economic renewal. As we move toward the year 2000, the proportion of 16-24 year-olds in the United States will shrink by almost two million, or 8 percent. More than 80 percent of the growth in the work force will come from women and minority groups traditionally underserved by the educational system. We conclude that the community college will have a pivotal role to play in rebuilding communities by responding to local economic needs, by preparing an educated work force, and by training and retraining workers and executives, as well.6**

While currently responding to these ongoing needs through a number of existing programs, SPJC also recognizes concomitant factors which will place demands upon educational institutions in the future. A primary demand is technological training and retraining; moreover, national attention to the issues of literacy, opportunities for the learning disabled, and the need to revitalize ethical standards, also continue to shape the curricula. SPJC, however, cannot face the challenges of the future through the development of programs alone. It must also begin to identify and prepare leaders who are not only committed to the mission of the institution, but who also possess both the desire and skill to translate today's visionary plans into decisive actions for tomorrow.

Recommendations:

16. **That SPJC continue to focus on student success through comprehensive student service programs with expanded efforts in providing support for:**
    a. **adult learners,**
    b. **the learning disabled,**
    c. **mainstreaming the handicapped,**
    d. **students needing non-academic assistance from community agencies,**
    e. **child care, and**
    f. **international students in need of outreach and development assistance.**

17. **That SPJC continue its commitment to minority student education by expanding and intensifying efforts toward recruitment and retention.**

18. **That SPJC include a course or component of Applied Ethics in all programs.**

19. **That SPJC develop the literate workforce called for in the report "Workforce 2000" by:**
    a. **upholding standards of basic competency in reading, writing, and computation,**
    b. **teaching students how to think critically,**
    c. **stressing cultural awareness and global interdependence,**
    d. **advancing technological literacy, and**
    e. **providing first-rate technical education and career-related programs.**

20. **That SPJC continue its leadership in the application of technology to the education process by:**
    a. **bringing on-line its single integrated computer network for both educational and administrative functions,**
    b. **assisting faculty to adapt educational technology to the classroom,**
    c. **making technology accessible to students, and**
    d. **pursuing advanced application of technology to instruction, management and student services.**

21. **That SPJC implement programs for identifying and nurturing future leaders within the college.**

22. **That SPJC, in its strategic planning, continue pursuing options for growth and expansion to meet the needs of Pinellas County's increasing population.**

23. **That SPJC pursue cooperative initiatives with the academic community in general, and specifically**
    a. **strengthen articulation with Pinellas County schools, and**
    b. **establish partnerships with senior institutions whereby students may pursue upper division course offerings on SPJC sites.**

24. **That SPJC extend its commitment to international education.**

We can either watch the changes occur as passengers on the voyage, or by recognizing, planning for, and collaborating with the forces that contend with and against us, steer those changes in directions we choose.

CONCLUSION

For a college, as for a person, the severest limitations on its journey into the future are imposed by a lack of vision, or worse, the failure of courage to make the vision real. The FACET Commission was created and this report was written as one means for St. Petersburg Junior College to begin not only to ponder its future but also to shape it.

SPJC will be a vastly different place to work and study by the year 2001, perhaps as different from 1990 as 1990 is different from 1960. We can either watch the changes occur as passengers on the voyage, or by recognizing, planning for, and collaborating with the forces that contend with and against us, steer those changes in directions we choose. Certainly, if we as a college community do not set our own compass toward excellence, others will do it for us.

It is the nature of colleges to resist change by holding to the traditional while talking about the avant-garde. Yet, as Dr. Bell, Dr. Roueche, and others have pointed out, the upheavals and dislocations of the times dictate the need for flexibility and openness to new ways of achieving educational excellence. There are no recommendations in this FACET report that require radical change. Instead of revolutionary, the ideas are evolutionary; through their implementation, SPJC can evolve into an even better place to work and to learn.

But SPJC will reach the new milleneum as one of America's best colleges only if the entire college community works to achieve that status. The FACET Commission with this report has set the compass toward 2001. The courage, vision, and commitment of the whole SPJC family will determine if the journey will be an odyssey of excellence.

NOTES

1

John E. Roueche, "Shared Vision and Staff Selection," *Leadership Abstracts* 2:1 (January 1989), p.1.

2

"Something to Worry About: Florida's Mismatch of Jobs and Skills," *St. Petersburg Times*, 8 January 1989, Sec. A, p. 1, col. 1.

3

Debra E. Blum, "Concept of Merit Pay for Professors Spreads as Competition Among Institutions Grows," *The Chronicle of Higher Education*, 18 October 1989, Sec. A, p. 1.

4

"Incentives and Knowledge Workers: Oil and Water?" *Briefings: Newsletter of the Forum for College and University Governance* (MD: University of Maryland, 1989), p. 6.

5

Al Smith, "Innovations in Staff Development," in *Innovation in the Community College*, ed. Terry O'Banion (NY: Macmillan, 1988), p. 179.

6

"Building Communities: A Vision for a New Century," (Washington D.C.: American Association of Community and Junior Colleges,1989), p. 19.

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CHARACTERISTICS OF THE EXCELLENT COMMUNITY COLLEGE

The pursuit of excellence is not a destination, but a journey

The danger of so much repetition is that the idea of excellence becomes meaningless as a standard unless it is attached to concrete actions.

The FACET Commission was constantly confronted by the word "excellence": access with excellence; excellence in teaching; excellence in programs; excellence for the next decade; excellence as an educational institution. Indeed, "excellence," especially since the publication of *A Nation at Risk* in 1983, has been a permanent companion of "education" nationally, as well it should be. The danger of so much repetition is that the idea of excellence becomes meaningless as a standard unless it is attached to concrete actions.

In the recommendations of this report, the FACET Commission offers concrete suggestions in several areas. These areas were limited by choice and design to consider primary issues of current importance at St. Petersburg Junior College. However, as the Commission's work progressed, the discussion and debate ranged far and wide and included virtually every component of the comprehensive community college. Various topics surfaced that ultimately did not become part of the Commission's recommendations but provided important contextual material for the remainder of the work. In an attempt to be more inclusive and record the consensus of the members' views on excellence, the Commission agreed to develop a profile of an "excellent comprehensive community college."

Much information and many ideas were available. *Building Communities*, the report of the Futures Commission of the American Association of Community and Junior Colleges, presented perhaps the most notable of the recent efforts to define comprehensively the "criteria for excellence" for the nation's community colleges. Other researchers and authors prominent in community college work, as well as professional association officials, various state and national reports, and other colleges have identified characteristics of the "exemplary" community college. Many of the ideas were expressed in some form in the various publications included in the reference list for this report. SPJC faculty, administrators, and friends contributed additional ideas.

What follows is a collaborative effort of the FACET Commission and others to present characteristics of the excellent community college. It is not meant to be exhaustive or complete. Rather than the Platonic "Ideal," it is more a list of lofty, but appropriate (reachable), expectations. Commission members believe that excellence is not a goal to be attained but one to be sought as colleges constantly are striving, growing, responding, changing, and improving.

The National Commission on Excellence in Education in *A Nation at Risk* defined an excellent school or college as one that "sets high expectations and goals for all learners, then tries in every way possible to help students reach them." By this definition, every institution, within the context of its own history, mission, goals, and community served, can seek excellence. The FACET Commission offers the following characteristics of excellence believing them worthy to be sought "in every way possible."

The National Commission on Excellence in Education ... defined an excellent school or college as one that "sets high expectations and goals for all learners, then tries in every way possible to help students reach them." By this definition, every institution, within the context of its own history, mission, goals, and community served, can seek excellence.

INSTITUTIONAL CLIMATE

The values, actions, and collective "feelings" of a college create a distinctive environment and personality. The personality traits of an excellent community college would include the following:

- Concern for student success permeates all areas of the college.
- Excellence in teaching and learning is known and embraced throughout the institution as the primary reason for the college's existence.
- An identifiable, shared value system based on equality of opportunity is the foundation for a sense of community within the college whereby students, faculty, administrators, and staff see themselves and each other as important, respected participants in the educational process.
- Students and employees of all ages, races, and ethnic groups feel accepted, cared about, and comfortable learning and working at the college.
- Relationships among administrators, faculty, and staff are marked by mutual respect and appreciation for each others roles and responsibilities, by open communication in an atmosphere of healthy and friendly debate, and by shared power in accomplishing the mission and goals of the college.
- Communicated to the community at large and within the institution, there is a clear sense of purpose, direction, and vision arrived at and sustained especially by the leadership of the college president.
- College leadership does not dilute the institution's main interests, or what it does best, in attempting to be everything to everybody, yet an atmosphere is maintained which allows innovation and risk-taking; nurtures an entrepreneurial and intrapreneurial spirit; and permits expeditious response to promising opportunities.
- By visionary leadership, vitality in teaching, commitment to mission, and openness to change and the free discussion of ideas, the college generates and sustains a contagious educational excitement.
- The institutional personality, grave by nature and mission, includes, however, a dimension of mirth.
- The highest educational and ethical standards are expected and adhered to.
- Public trust and confidence are pursued and achieved through management, fiscal, and instructional practices that are efficient, productive, and successful.
- Accountability is practiced at all levels of responsibility and changes made when necessary.

CONSTITUENT EXCELLENCE

A college functions through a combination of interrelated efforts in a variety of areas, from instruction to buildings and grounds. Each contributes in its own way to excellence. Institutional excellence is a result of how well each of its parts functions. The characteristics of excellence would include the following:

A focus on excellence in teaching and learning that is:

- recognized and celebrated throughout the college community and
- demonstrated in policies, procedures, staffing patterns, publications, activities, reward programs, and quality of classroom space and laboratories;

An outstanding faculty noted for:

- professionalism and high ethical standards,
- high expectations for student performance,
- enthusiasm and caring for students,
- commitment to student learning,
- personal professional development and activity in professional associations,
- a record of demonstrated scholarship,
- outstanding academic qualifications,

...as our work progressed, the discussion and debate of the Commission members ranged far and wide and included virtually every component of the comprehensive community college.

- use of techonology and other resources to create innovative instructional methods and materials, and
- clear commitment to excellence in all activities;

A comprehensive collegiate curriculum that

- is designed to serve the needs and interests of a diverse student body and the community served by the college,
- includes college preparatory courses that truly give students "the second chance,"
- has a college transfer program with an exceptional record of success measured by the proportion of those seeking a baccalaureate degree who reach that goal,
- includes occupational-technical programs that prepare students for work in virtually every career field where sufficient jobs are available in the community and college level preparation is appropriate,
- has a general education program that provides for all students the opportunity to develop skills and knowledge integrating aesthetic, cultural, ethical, historical, and scientific perspectives as bodies of knowledge as well as approaches to learning and use of knowledge;

A comprehensive student development program that

- includes for all students efficient and effective traditional services (i.e., counseling, financial aid, academic advising, student activities, career development, placement, testing, admissions, records, and registration),
- enhances students' opportunities to attend and succeed at the college,
- expands opportunities for student involvement in important activities at the college, and
- complements the academic programs to contribute to the greatest possible holistic development that will ensure students' success while at the college and after transferring or entering the workforce;

A lifelong learning program that

- enhances the educational and cultural environment of the community through programs, services, and activities,
- includes programs offered independently and in consort with other community agencies and institutions, and
- serves the unmet educational needs of the community;

A comprehensive learning resources program that

- reflects the institution's mission, curricula, size and complexity,
- provides a diversity of resources and easy and reliable access to those resources and other sources of information,
- is committed to resource sharing, and
- serves as a focal point for information gathering and access for the college community;

A commitment to intercultural education that

- recognizes and celebrates cultural pluralism,
- includes an understanding of increasing global interdependence,
- is demonstrated throughout the curriculum and activities of the college, and
- is recognized for its friendly and professional community that is fully representative (students, faculty, and staff) of the cultural pluralism of the region served by the college;

A comprehensive and enduring articulation effort that

- provides linkages with the public schools and four-year institutions,
- creates a "seamless" system of education,
- results in low dropout rates in schools, high literacy rates in the community, and high levels of academic achievement among citizens of all ages, and
- eliminates duplication of effort by students as they move from one level of education to the next;

A college functions through a combination of interrelated efforts in a variety of areas, from instruction to buildings and grounds. Each contributes in its own way to excellence.

A full partnership role in community leadership that

- is represented by a variety of partnerships with business, industry, government, agencies, and other institutions,
- includes college faculty and staff serving important roles with various community organizations, and
- features recognition by community leaders of the importance of the college in educational, economic, social, and cultural development in the region;

Knowledgeable and interested trustees who

- demonstrate keen interest in the quality of the educational programs and services offered to students,
- thoroughly understand and support the mission and goals of the college,
- work well with the president and staff to see that appropriate resources and policies are in place to achieve excellence in the accomplishment of the mission and goals,
- represent the college to the community and the community to the college,
- avoid interference with the day to day operations and administration of the college but ask important questions about how well the college is achieving its avowed mission, and
- understand the importance of selecting, evaluating, and supporting the president, who is their primary instrument for action;

An enthusiastic and energetic president who

- works well with trustees, faculty and staff as the institution's educational leader,
- cares about students above all other matters,
- possesses and articulates a clear vision for the college,
- encourages, supports, and rewards creativity and innovation,
- attracts, develops, and retains a strong leadership-management team,
- works effectively with the state officials and legislators, and
- influences important local, state, and federal policies that affect the college;

A professional administrative team composed of individuals who

- clearly understand the role of the college as a distinctive educational enterprise,
- reflect a "student-first" philosophy but understand that the college must provide a positive, challenging, and rewarding professional environment for all who work there to be able to serve students well,
- understand that the role of administration is service and that facilitation of the teaching-learning process is their primary focus,
- demonstrate understanding of and commitment to a clearly defined vision for the college, and
- work well together to produce efficient and effective administrative procedures and services that enhance the opportunity for the college to accomplish its mission and goals;

An institutional record of fiscal strength and stability that

- is consistent with governmental regulations and policies,
- reflects responsible allocation and stewardship of funds,
- includes provisions for response to special needs and opportunities,
- maintains the flexibility to respond to economic vagaries, and
- includes a track record of success in "winning" competitive grants and contracts through public and private sources to enhance the college's resources and opportunities to be innovative and creative in providing "cutting edge" programs and services to students, and
- demonstrates commitments to effective use of resources;

An institutional advancement program that

- supports the creation and maintenance of a strong positive image,
- coordinates an effective and comprehensive marketing program,
- facilitates positive public relations, and
- promotes the development of college resources through a successful foun-

Institutional excellence is a result of how well each of its parts functions.

dation, grants and contracts, and acquisition of land and facilities;

A pattern of involvement in institutional governance that
- includes representation of the college community in the formulation of important decisions,
- is participatory in the development of institutional vision, mission, and goals, and in the formulation of policies and procedures needed to reach the vision;

A comprehensive and pervasive professional development program that
- provides the incentives and resources to ensure that all members of the faculty and staff, fulltime and parttime, maintain currency and grow in their particular fields and
- provides adequate opportunities for individuals to prepare for advancement so that the college is an exciting and enriching environment for those who stay throughout their careers as well as those who choose opportunities elsewhere;

A well-developed institutional research and outcomes-oriented assessment program that
- includes comprehensive evaluation and testing,
- provides accurate and useful information to students, faculty, administrators, and the community that determines if the college is meeting its avowed goals,
- determines appropriate corrections needed to enhance the achievement of those goals, and
- is designed to study the overall effects of the college on students as demonstrated by consistent patterns of learning and growth in those students;

A comprehensive institutional planning process that
- periodically reviews mission and provides accurate information to students, faculty, administrators, and the community on internal and external characteristics, strengths, and weaknesses, and
- guides the college community in setting broad goals and measurable objectives, links those objectives to the budgetary process, and defines the approach for annual review and evaluation;

Properly designed and well maintained facilities that
- are appropriate for the programs and services offered,
- are attractive and functional,
- are accessible by means of appropriate location in the college's service area and through provisions for disabilities of all kinds,
- are safe and secure for all students, faculty and staff at all times, and
- are open for student and faculty use throughout the week and, in most cases, beyond the hours classes are offered;

An "institutional charisma " that
- distinguishes the college as more than the sum of its parts,
- possesses the intangible effect of a history of attracting high quality faculty, staff, and students,
- is the result of emphasis on excellence and success in providing programs and services that are widely recognized as "among the best available anywhere," and
- creates a sense of institutional pride among students, graduates, faculty, and staff.

AFTERWORD

I have been honored and delighted to participate with Secretary Bell and the members of the FACET Commission at St. Petersburg Junior College in this most important undertaking.

As Secretary Bell indicated in his Letter of Transmittal, all of American education, and community colleges in particular, is at a critical crossroads in the history of our nation and in providing quality educational services to our constituents. One change is certain: Community colleges will replace one-half of their faculties and staffs during the decade of the 90's. Combine this with another reality—namely, that students enrolling in open-door colleges will become increasingly more diverse and heterogeneous, providing an even greater challenge to faculty and staff alike in the days ahead.

The implication for community colleges is clear. We must replace departing and retiring faculty and staff members with new personnel who are truly committed to the mission and philosophy of the open-door college and who possess the skills and qualities needed to more fully implement the goals and objectives of democracy's colleges.

Rare it is in educational circles that the discussion of excellence and quality becomes a priority. In fact, last summer in San Francisco, Tom Peters observed that rarely, in his experience, did anyone in education admit that quality could exist in educational settings and even more rarely did anyone point to individuals and/or institutions who epitomized quality in the delivery of educational services.

In this regard, St. Petersburg Junior College and the work of the FACET Commission occupy a place of primary importance in the future of community colleges. Not only does the FACET Commission define indicators and outcomes of quality, but it further dares to identify strategies and procedures by which SPJC can move toward the attainment of quality and excellence in all of its services to its community constituency.

This is a futuristic document, outlining goals and the means for their attainment. This document will serve as a harbinger for what other community colleges will dare to do in the decade of the 90's.

It has been my good fortune and great treat to learn from Secretary Bell and to be affiliated with such diligent and dedicated community college faculty and staff.

John E. Roueche

John E. Roueche
Sid W. Richardson Regents Chair
The University of Texas at Austin

St. Petersburg Junior College is dedicated to the concept of equal opportunity. The College will not discriminate on the basis of race, color, religion, sex, age, national origin, or marital status, or against any qualified handicapped individual, in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this rule, the College shall not tolerate such conduct. If you experience such behavior, contact the EA/EO Director at 341-3257

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